

PSHEE Policy:

Personal, Social, Health and Economic Education

Salcombe Preparatory School



September 2016

This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory School and Preparatory School

Contact names	
Head teacher	Sarah Davies
School Business Manager	Sarah Riddle
Deputy Heads	Tushi Hore (Prep) Giovanna Newson (Pre-Prep)
Designated Safeguarding Lead (DSL)	Tushi Hore (Prep) Giovanna Newson (Pre-Prep)
Special Educational Needs & Disability Coordinator (SENDCO)	Tamara Eston
Cognita Assistant Director of Education	Robin Davies
Cognita Head Office	5 & 7 Diamond Court, Opal Drive Eastlake Park Milton Keynes MK15 0DU 01908 396 250 E: info@cognitaschools.co.uk

Salcombe Preparatory School PSHEE Policy

This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide. This policy applies to the whole School and the Early Years Stage.

Rationale

The Specific Areas of Personal Education are:

- Drugs, Alcohol and Tobacco
- Emotional Health and Well being
- Nutrition and Physical Activity
- Personal Finance
- Safety
- Sex and relationship Education
- Economic well being
- Citizenship

PSHEE helps children to develop as members of School, local, regional, national and global communities. It is concerned with self development, the development of others, issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. As pupils grow and develop, PSHEE helps them to think and talk about issues relating to these concepts as they encounter them, themselves and others, in their own lives and in the lives of others and as depicted in the media and in literature.

The children at Salcombe Preparatory School must be supported in their personal, physical, spiritual, moral, social and cultural development in the following ways:

Introduction

- By nurturing the individual through personal tutoring and effective partnership with the home to promote personal qualities, skills, knowledge, understanding, attitudes and values, which will encourage pupils to think and act for themselves and make informed choices.
- By developing confidence, a positive self-image both emotionally and physically, the ability to assert and affirm themselves, an understanding of responsibility and making the most of their abilities.
- By helping pupils to identify sources of appropriate personal support beyond the Tutor and Deputy Head of School, maximising the role of the specialist support in the community.
- By preparing to play an active role as citizens and take their responsibilities seriously, encouraging them to learn to express themselves and their views through listening, discussion and debate as well as transposing words into action.
- By developing a healthy, safer lifestyle.
- By developing good relationships, a sense of belonging and respecting the differences between people, recognising strengths and weaknesses, similarities and differences to build friendships, teamwork, tolerance and a clear understanding of the nature and consequences of bullying and any form of anti-social behaviour.
- By encouraging them to recognise their role, contribution and responsibilities within the immediate and wider community and play a helpful part in them.
- By offering a wide variety of experiences some of which encourage pupils to think about and develop the spiritual element.

- By encouraging the understanding of the meaning of Social Responsibility and to develop the knowledge, skills, creativity and behaviour needed for future leaders of change to successfully run the economy; sustain life styles within the ecological limits of our planet.

To achieve this successfully the School must continue to enhance and develop the educational strategies already embedded to show the children that they all matter and that they can make a difference to the outcome of real-life issues in the life of the School and the wider community.

As a result children at Salcombe Preparatory School should be able to have the opportunity to engage at the following three levels:

- Gaining knowledge and understanding about becoming informed and healthy and sociable friends and citizens.
- Developing skills of enquiry and communication.
- Developing skills of participation and responsible action.

During their time at Salcombe Preparatory School, pupils should have the opportunity:

- To learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.
- To be enthusiastic and committed learners wanting to achieve and becoming increasingly responsible for their own learning
- To become more mature, independent and self-confident.
- To identify potential risks and how those risks might be reduced, but to take risks when appropriate.
- To continue to learn about the wider world and the interdependence of communities within it and the need for Social Responsibility.
- To further develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- To learn how to take part fully in School and community activities.
- To face changes in themselves, address them constructively and transfer to their next School with support and encouragement from this School prepared for what lies ahead.
- To learn how to make more confident and informed choices about their health and environment; to take responsibility, individually and in a group, for their safety as well as that of others.
- To learn about global diversity through Human Rights, political, social, economical and environmental issues and the plight of the less fortunate.

In order to achieve these aims, the following resources are used:

Resources:

- The PSHEE Schemes of Work and related resources.
- The Sex and Relationships scheme of work
- The Drugs Education Scheme of Work
- A committed and experienced staff.
- The Golden Rules.
- Relevant anti-bullying campaigns
- Their own imagination to imagine the life of others.
- School cultural and charity days
- School democratic procedures such as the School Council.
- Opportunities to tend to the future of the planet through an understanding of environmental issues.
- Opportunities to discover strengths and weaknesses through the many opportunities for self-development in and out of the classroom.
- Opportunities for personal and collective leadership.
- Opportunities for service and an understanding of how money works.
- Enrichment for Life program

Monitoring and Evaluation

Behaviour is monitored on an annual basis by the Deputy Heads of both sites and analysed. Outcomes dictate improvement planning for the future.

Whole School planning and implementation is evaluated annually and analysed. Outcomes dictate improvement planning for the future.

This policy is evaluated in accordance with the School's evaluation cycle.

SAFEGUARDING STATEMENT

Salcombe Preparatory School is committed to maintaining a safe and secure environment for all pupils and a culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding Policy'.

Related Policies

- SMSC Policy
- British Values Policy
- Curriculum Policy
- Preventing Extremism and Radicalisation Policy
- Safeguarding: Child Protection Policy and Procedures
- Safeguarding: E safety and Acceptable Use Policy

S Davies

Head

September 2016

To be reviewed 2018